DOCUMENT RESUME

ED 302 449 SO 019 499

AUTHOR Ogundare, Samuel Folorunso
TITLE Qualitative Manpower and Material Requirements for the Implementation of Social Studies Education in Nigeria.
PUB DATE 88
NOTE 21p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Materials; Preservice Teacher Education; *Social Studies; *Teacher Characteristics; Teacher Education Programs; *Teacher Effectiveness; Teacher Qualifications; Teaching Experience
IDENTIFIERS *Nigeria

ABSTRACT

This paper discusses the manpower and materials that are required for the successful implementation of social studies courses into Nigerian elementary and secondary schools. It also reports on the effects of teacher characteristics on teacher performance and the influences of various instructional materials on teacher and student performance. A research study of the Grade Two Teachers College Social Studies Program at Oyo State College (Ilesa, Nigeria) indicated that previous exposure to social studies course content and teaching methods were related to good teacher performance. Good performance levels were found to be dependent upon the use of a standard textbook, while high student performance was associated with good teacher performance in utilizing problems-approach strategies. Only a few Nigerian colleges and universities offer bachelor degree programs in social studies. This paper concludes that: (1) all Nigerian higher education institutions should offer this degree level of social studies teacher education; (2) workshops should be offered for new social studies teachers; and (4) Nigerian social studies textbooks should be revised and updated. Twelve references and three tables are included. (Author/JHP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302449

Qualitative Manpower and Material Requirements for the Implementation of Social Studies Education in Nigeria

DR. S.F. OGUNDARE,
DEPARTMENT OF SOCIAL STUDIES,
OYO STATE COLLEGE OF EDUCATION,
ILESA, NIGERIA.

Dr. S.F. Ogundare specializes in Social Studies Education, which he teaches at Oyo State College of Education, Ilesa, Nigeria. He is a member of Social Studies Association of Nigeria (SOSAN)

SO 019 199

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
SAMUEL FOLORUNSO OGUNDARE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

ABSTRACT

Qualitative Manpower and Material Requirements for the Implementation of Social Studies Education in Nigeria

The object of this paper is to examine the training standard of teacher characteristics and the nature of instructional material resources that the successful implementation of Social Studies Education is contingent upon in Nigeria. It also aims at reporting the effects of teacher characteristics on teacher performance and the influence of varying resource utilization on teacher and student performance in Social Studies.

The importance of qualitative manpower and material was exemplified by an evaluation of Grade Two Teachers' Training Social Studies programme in Oyo State in Nigeria. It was found that previous exposure to Social Studies content and method was related to good teacher performance. Teachers' good performance was found to be dependent upon usage of standard text; while high student performance was associated with good teacher performance in problems-approach strategies. Based on these premises it was suggested, amongst others, that career opportunity in Social Studies as a distinct discipline should be made available in the Nigerian Universities.

Qualitative Manpower and Material Requirements for the Implementation of Social Studies Education in Nigeria

A. Introduction

In Nigeria one of the provisions of the new National Policy on Education is the structural changes in the educational system of the country, commonly referred to as 6-3-3-4 system. The system allows for six years primary (elementary) school, three years junior secondary school, three years senior secondary school and four years University education. Another important provision is the multiplication and diversification of the curriculum. The new Social Studies, as a multidisciplinary study of man and his social and environmental problems of survival, is given a pre-eminent place within the core subjects of primary and secondary school curricula. The focus of this paper is to examine the training quality of teachers and the nature of instructional material resources that the successful implementation of Social Studies education is contingent upon in Nigeria. It also aims at reporting an empirical study on the effects of teacher characteristics on teacher classroom performance, and the influence of varying resource utilization on teachers and students performances in Social Studies in some parts of Nigeria.

B. The Required Manpower and Resources for Social Studies Programme

The co-ordinating committee of African Social Studies Programme (ASSP) which met on March, 1985 at Nairobi, Kenya, highlighted some of the problems in Social Studies education in some parts of the continent. The problems include, inter alia,

(1) the retraining of teachers who initially educated in history and geography;

(2) developing teaching materials, text books, etc. for all levels from primary schools through teacher training;

(3) developing professionally trained Social Studies specialists in leadership positions; (ASSP Report, 1985).

Some member countries that have implemented or are planning Social Studies at the junior secondary or secondary school levels have asked for ASSP to help in the two major areas of:

(1) training teachers and trainers of teachers and

(2) developing instructional materials in Social Studies.

This reference illustrates the fact that both trained Social Studies teachers and instructional material constitute the critically needed requirements for the success of Social Studies. It also illustrates the

point that the problems cut across nations in Africa and can be possibly tackled at continental level.

As part of the package for solving the problems, the Secretariat of ASSP was asked to work out a major programme outlining the need and proposed procedures to train teachers trainers on handling Social Studies syllabi in Africa, and present it to potential donors, such as UNESCO, for consideration for funding. It was suggested that the programme could be worked out in consultation with a university either in Africa or abroad. Ahmadu Bello University in Nigeria and Indiana University in the USA were proposed as possibilities. Apart from this, the Secretariat was charged with the responsibility of organizing programmes to train middle and lower level teachers in order to enable them become effective Social Studies teachers. Moreover, member countries were asked to mount in service workshops to orientate teachers to Social Studies philosophy and teaching. The ASSP intends to prevail on the appropriate authorities in the member countries to agree to the principles that the people who acquire such specialised training in the area of Social Studies must work in areas that are relevant to Social Studies, such as teaching Social Studies and developing related curricula.

The ASSP would also develop a catalogue of institutions with educational programmes on Social Studies at teacher training B.Ed, M.Ed. and Ph.D. levels, which will include both African and foreign institutions.

In the realm of material production, the Co-ordinating Committee of ASSP resolved that the practice of producing national kits as multi-media materials, which were once undertaken by ASSP member countries should be resumed. It was ordered that the information involved should be updated and circulated to member countries.

It is now abundantly clear that the teaching of Social Studies requires formalised special training. By its nature and objectives, it is erroneous to think that any teacher of Social Sciences could adequately handle the subject. The subject is more of "Social Studies education" than "Integrated Social Sciences" as wrongly conceptualised by some people.

The ASSP aptly puts the aims and objectives of Social Studies as follow:

1. That every school-going child in Africa shall be given the opportunity, through Social Studies education, to acquire the knowledge and to develop the skills, attitudes and values that will enable him:

(a) to identify his personality as an African with a heritage worthy of pride, preservation and improvement;

(b) to grow up conscious of his capabilities and eager to contribute to the survival of himself and his society;

(c) to relate effectively with others in his community and his country, and with others in Africa and the rest of the world;

2. That every school-going child in Africa shall be given the opportunity to learn about the social and physical environment without inhibitions of subject area restrictions.

3. That every school-going child in Africa shall discover knowledge through enquiry, self-involvement, and practical activity. In particular the African School child shall be given the opportunity through Social Studies education to:

(a) discover knowledge with the guidance of the teacher;

(b) apply problem-solving techniques to new learning situations;

(c) train his mind in building valuable concepts and generalizations for the purpose of understanding the world around him;

(d) develop skills that will enable him to solve environmental problems and control and improve his environment effectively;

(e) develop his creative talents;

(f) become development conscious.

The attainment of these objectives in the above especially the emphasis on problem-solving and discovery techniques does not call for haphazard effort on the part

of the teacher but specially trained skills in Social Studies methodology. This is the hallmark for insisting that history, geography, sociology, government and economic specialists who intend to teach Social Studies requires a re-training programme. The characteristics features of Social Studies manpower, therefore, include formal training or re-training in the philosophy and methodology of Social Studies; a store of experience, practise and expertise in designing and carrying out appropriate strategies; the attitude of encouraging critical thinking and creative work; conversant with techniques of examining alternatives; skill of observation; familiarity with current issues; objectivity to man, problem and nature; and firmly grounded in the academic aspect of man and his social and physical environments.

The main facilitator of Social Studies teaching and learning process is the instructional material. The most pressing one, identified by the ASSP is resource books. It was stated that if source books are available then the introduction of Social Studies at all levels will be strengthened (ASSP Report, 1985). In Nigeria some experts of Social Studies education (DuBey: 1983 Corbin: 1983) have emphasised the importance of having

high quality Social Studies source books which will give good impressions of the subject, and which will go a long way in helping the subject to develop a positive image. There is no doubt that poor Social Studies textbooks have misrepresented the nature and methods of Social Studies. One important attribute of such standard source-books is the integration of content with methodology. This is hoped to save Social Studies from degenerating into either a mere reading subject or a mere "chalk and talk" affair.

c. The Importance of Skilled Social Studies Teacher

Ryan (1947) noted that effective teacher _____ "are skilful in guiding the learning ____ are intelligent and have a broad background of understanding with respect both to the subject matter they teach and to general cultural materials ____". The significance of Ryan's view to this study is found in the emphasis on the need to acquire an understanding of the subject matter that the teacher wants to teach.

Unfortunately this attribute of teacher effectiveness has not been acquired by many teachers of Social Studies. This may be due to the newness of the subject in the school curriculum. Davis (1973) contended that the

effective teacher "is concerned with content of the learning task to be achieved and the social and psychological processes which enable the content to be successfully imparted. Hence, for one to be effective in any field, one has to be well equipped as well as to be well organised. Balogun (1983) compressed the variables that influence learning into two, namely:

(a) process factors, i.e. methods and tasks and

(b) input factors, i.e. personnel and environmental.

The personnel factors hinges strongly on qualification and training.

In order to underscore the importance of this theory of effective teaching as it is related to the teaching and learning of Social Studies education, an evaluation of Grade Two Teachers' College Social Studies programme in Oyo State was conducted by the author of this paper in 1986 (Ogundare 1987). The relevant aspects of the exercise to this paper are the assessment of classroom teachers' performance according to exposure to Social Studies Philosophy and methodology; assessment of teachers performance according to degree of resource (text) usage and assessment of students performance according to their teachers' instructional strategies.

Some of the instruments developed by the researcher, (validated by experts and field-tested for reliability before administration) are: Social Studies Classroom Observation Scheme and Social Studies Achievement Post-Test. An inventory was also designed to ascertain the categories of teachers' exposure to Social Studies and the degree of usage of Social Studies text prepared by Nigeria Educational Research Council for grade two teachers' colleges. Six teachers' colleges that satisfied evaluation criteria were used for the study. Six tutors and two hundred and eleven students were observed during five lesson times and within a total of 175 minutes. Tutors' performances were analysed from the classroom observation using chi-square and students' performances from the post-test were analysed using t-test.

The following results were got:

1. The null hypothesis that no difference exists in the classroom performance among teachers with different types of exposure to Social Studies was not upheld in the study. From Table 1, chi-square calculation of 55.07 is higher than chi-square critical value even at 0.01 alpha, when df is 8 and critical value is 20.09.

Table 1

Teachers' Performance by Exposure To Social Studies

Teachers with preservice or inservice exposure to Social Studies content and methodology exhibited more of strategies that were problems-approach oriented. Whereas, teachers with no exposure exhibited the most usage of direct instruction which is a departure from specification. On the whole, exposure to Social Studies is strongly associated with the adoption of problems approach strategies in Social Studies classroom interaction. This finding corroborates the works of Funtua (1980) and Adeyoyin (1983) in Nigeria. Training and exposure are, therefore, strong teachers characteristics which influence teacher performance.

2. The null hypothesis that there will be no significant difference in the Social Studies classroom performance between teachers whose utilization of NERC texts corresponded to:

(a) a great extent

(b) a moderate extent

(c) low or nil extent

was rejected as illustrated in Table 2.

Table 2

Teachers Performance By Their NERC Text Usage

Calculated chi-square = 44.61 and is greater than chi-square table 26.12 at p = 0.001, df = 8. There is a marked difference among the teachers based on the extent to which they used the NERC texts. Those who used the NERC texts to a moderate extent exhibited most "probing questions" and "problem-solving contents" than any of the other two groups. Teachers who did not use the said texts emphasised "direct instruction" and were almost unaware of the "problems-solving contents" strategies. Unlike Roebuck, Bloomer and Hamilton (1974) investigation, standard text (resources) and adequate usage enhances teachers performance.

3. The null hypothesis that there will be no significant difference in cognitive achievement in Social Studies texts between students instructed in the problems-approach strategies and those taught by direct instruction was rejected. From the t-test analysis on Table 3, it was statistically shown that there was significant difference in the attainment of the two groups on achievement.

Table 3

Performance of Student by Instructional Strategies Parameters

Calculated t-value = 2.4513 and is greater than the value of 1.96 required for significance at p = 0.05. The performance of students whose teachers instructional strategies were problems-approach oriented was better than that of those students whose teachers instructional strategies were direct and expository. Teachers whose instructional pathways were problems-approach oriented were those who had adequate exposure to Social Studies and were also those who used standard text greatly. It can therefore be seen that student better performance is indifectly dependent on teachers skilled training and adequate resources, as corroborated by the works of Flanders (project 4, 1970).

D. Conclusions

This paper has discussed the major attributes of the required manpower and materials for the successful implementation of Social Studies in the primary and secondary structure of Nigerian educational system. Trained teachers (or re-trained) and trainers of teachers as well as standard source books have been identified to be critically needed for the success of the subject. The justification for this requirements is based on the different philosophy and methodology of the subject from the parent discipline of Social Sciences. Studies that

underscore the importance of skilled manpower and standard resources in Social Studies show that previous exposure is a strong teacher characteristics which influence teacher performance. Teacher's good performance was also found to be dependent upon usage of standard text. High student performance is associated with good teacher performance in problems-approach instructional strategy.

Arising from the foregoing conclusion, it is hereby suggested that career opportunity in Social Studies education should be made available in the Nigerian Universities and Colleges of Education at first degree level and above. As at now, only a few institutions have bachelor's degree programme in Social Studies education in the country. It is also strongly suggested to principals that a teacher of Social Studies should have at least seminar or workshop exposure to Social Studies before such a teacher is assigned to teach the subject. Furthermore, there is also a challenge to authors and publishers of a dire need of uptodate and accurate books on Social Studies. Most books in the Nigerian market are not a good reflection of Social Studies policy, purposes and methods, and therefore, they are misrepresentation of Social Studies.

REFERENCES

Adaralegbe, A. (1981): "The Nigerian Social Studies Programme: Retrospect and Prospect", in Social Studies Teaching: Issues and Problems, NERC (ed) Benin: Ethiope Publishing Corporation.

Adeyoyin, F.A. (1983): "Teachers', Educational Administrators' and Students Conception of Social Studies in Lagos, Nigeria". Journal of Research in Curriculum Vol. 1, No. 2, July 1983, p. 51-65.

Africa Social Studies Programme (1985): Report of the Co-ordinating Committee, Nairobi, Kenya, March, 1985.

Balogun, T.A. (1983): "Obstacles to teacher effectiveness in Nigeria school setting". Paper presented at the Workshop on Effective Teaching. Institute of Education, University of Ibadan, June, 1983.

Corbin, H. (ed) (1983): Social Studies Methods for Teachers NERC, 1983.

Davis, I.K. (1972): "Style and effectiveness in Education and training, a model for organising teaching and learning". Instructional Science (Amsterdam) 1972, p. 45 - 82.

DuBey, D.L. (1983): "Social Studies publication for primary schools in Nigeria: A case study". Paper presented at the 2nd International Conference of Curriculum Organisation of Nigeria, University of Jos, September, 1983.

Flanders, N.S. (1970): Analyzing Teacher Behaviour. Reading Mass: Addison-Wesley.

Funtua, Isa L. (1980): "Lack of trained personnel to teach Social Studies especially at teachers' colleges". In NERC (ed) Social Studies Teaching Issues and Problems. Benin: Ethiope Publishing Co., p. 45 - 50.

Ogundare, S.F. (1987): "Evaluation of Social Studies Programme in Grade Two Teachers' Colleges of Oyo State". Thesis for the degree of doctor of philosophy, Obafemi Awolowo University, Ile-Ife, Nigeria.

Roebuck, M.: Bloomer, J., and Hamilton, D. (1974): Project PHI Glassgow. University of Glassgow, Department of Education, 1974.

Ryan, D.G. (1947): "Appraising teacher personnel". Journal of Experimental Education. Wisconsin XVI, 1947, p. 1 - 30.

Table 1

Teachers' Performance By Exposure to Social Studies

Exposure to Social Studies	Behaviours Observed						
	A: Probing Questions	B: Problem Solving Skills	C: Discussion	D: Direct Instruction	E: Feedback	df	X^2
Pre-Service/ Inservice	43	32	50	28	20	8	55.07•
Workshop/ Seminar	46	21	32	51	20		
No Exposure	18	08	58	73	17		

•Significant at 0.01 alpha

Table 2

Teachers Performance By Their NERC Text Usage

	Behaviour Observed						
NERC Text Use	A: Probing Questions	B: Problem Solving Skills	C: Discussion	D: Direct Instruction	E: Feedback	df	χ^2
Great extent	30	23	60	43	17	8	44.61*
Moderate extent	41	27	43	39	23		
Low or nil	26	05	52	80	11		

*Significant at 0.001 alpha.

Table 3

Performance of Student By Instructional Strategies Parameter

Groups	N	$\bar{X}$	SD	T-value	df
Problems Approach	111	13.71	3.25	2.4513*	209
Direct Instruction	100	12.59	3.37		

*Significant at 0.05 alpha